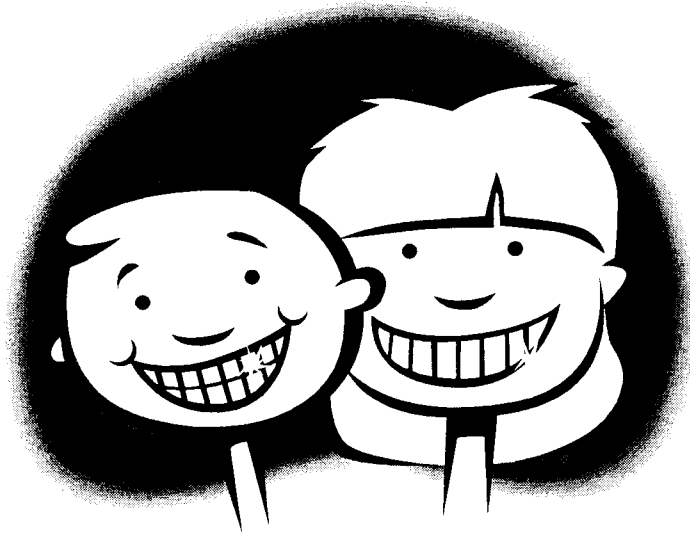


Head Start Oral Health



Awareness

Lesson Plans

2002

A Teacher's Guide for creating healthy smiles

FOREWORD

The Maryland Department of Health and Mental Hygiene, Office of Oral Health in partnership with the Head Start Oral Health Workgroup has developed Oral Health Awareness Lesson Plans. These lesson plans are designed for use in the Head Start classroom and contain activities, songs, and projects for children as well as corresponding take-home letters for parents.

The lesson plans serve as an introduction to good oral health habits for young children. Through interactive classroom activities children discover that by keeping a healthy mouth they will have a healthy body.

These lesson plans are designed for use as an Oral Health Unit or to be used individually as appropriate. The take-home letters provide an excellent way for parents to reinforce the concepts learned at school and encourage parents to participate in the learning process.

If you need further information or have questions about the lesson plans, please contact the Office of Oral Health at 410-767-5300. Thank you for helping Maryland smile!

HEAD START

ORAL HEALTH AWARENESS LESSON PLANS

Introduction to Dental Health and the Dental Visit

Goal: Head start children will realize and understand the importance of having healthy teeth, in addition to realizing the purpose and importance of dental visits.

Objectives: The following topics will be presented to Head Start children.

1. The functions of teeth and gums, and the importance of keeping them healthy.
2. The process of plaque formation and the importance of brushing one's teeth.
3. The process of cavity formation.
4. What children should do when their teeth hurt (cavities form).
5. Who a dentist is, and what a dentist does.
6. Why people should visit the dentist.
7. Who the members of a dental health team are.
8. What tools/equipment the dentist uses.
9. What to expect during a dental visit.
10. Why people need to eat food.
11. Healthy and unhealthy foods for teeth.

Lesson Plan: Awareness of the Mouth

Objective 1:

1. Discussion of objective
2. Art Activity to enforce concepts - drawing on face with no smile
3. Read a book related to the mouth and teeth
4. Songs
 - You will have a pretty smile
 - Wiggle-Jiggle song
 - Smile, Talk, Chew
5. Discussion of objective - Functions of the mouth
6. Art Activity

Purpose:

- To understand that their mouths are a part of their bodies, and become familiar with the major structures in their mouth (teeth, tongue, gums, and cheeks).
- To make them more comfortable talking to their parents about their mouth by allowing them to talk to classmates and the teacher.
- To introduce and become more comfortable with the concept of others looking into their mouth.

Background Information for the Teacher:

- Children should be made aware of the mouth as an important part of the body. This understanding will help them become interested in giving their mouth the daily care it needs for good health.
- Each of the parts in the mouth, the teeth, gums, lips, tongue, and cheeks, has its own special purpose. Healthy mouths look and feel different from mouths that are not in good health. Healthy teeth are a shade of white, shiny, and strong. Healthy gums are pink or brownish, depending upon race. They do not bleed when brushed or touched. Healthy tongues are pink or red. If a child's teeth do not look this way, it is necessary to talk to the child's parent(s) about taking the child to see a dentist.

Materials:

Handheld mirrors (if available)

Crayons/markers

Activity Pages

- Face with Missing Part
- Functions of the Mouth

Macaroni, yarn, buttons (if available)

Books:

- Brush your teeth please by Leslie McGuire (pop-up book)
Publisher: Read for Kids, May 1993.
ISBN: 0895774747
- The Tooth Book by Theo LeSieg.
Publisher: Random House, Sept. 2000
ISBN: 0375810390

A. Ask Children:

(Begin this activity by instructing children to wash their hands with soap and water. Have them point to their eyes, and each body part mentioned in the following questions.)

1. Where are your eyes?
 2. Where are your ears?
 3. Where is your nose?
 4. Where is your mouth?
 5. Where is your tongue?
 6. What do your eyes do?
 7. What do your ears do?
 8. What does your nose do?
 9. What does your mouth do?
 - Try to elicit from children, “eat, talk, chew, and smile”
 10. What makes you smile?
- Emphasize to the children that the mouth helps us do many things. Instruct the children to look inside their mouth. If possible, distribute mirrors for the children to use. If mirrors are not available, have the children look in each other’s mouth.
 - Ask the children what they see inside their mouth (encourage responses such as “white teeth,” “pink or brown gums,” “pink or red tongue”).

B. Interactive Activity:

Have the children feel their teeth and lips with their finger. Ask the children questions such as:

1. What do you see in the mirror when you smile?
2. What do your lips feel like?
3. What do your teeth feel like?
4. Are your teeth wet or are they dry?
5. Are parts of your teeth smooth?
6. Are parts of your teeth rough or bumpy?
7. Are your teeth hard or are they soft?
8. Are there any spaces between your teeth?
9. Point to the bottom of your mouth. What is at the bottom of your mouth?
 - Tongue
10. Point to the sides of your mouth. What is at the side of your mouth?
 - Cheeks

C. Art Activity:

- Distribute Activity Page, “Face with Missing Part” to each student.
- Discuss what is shown in the picture and ask the students what is missing. (Assist them with answers if necessary).
- Instruct the students to complete the picture by adding their smile and any other parts they wish to create.
- If available, have children glue beans, macaroni, or yarn to complete the picture.
- Allow children to volunteer to show their completed picture to the class and explain what the face is doing.
- Write each child’s name on his or her drawing and post it on a bulletin board or around the classroom.

D. Read a book related to the mouth and teeth. Suggested reading:

- Brush your teeth please by Leslie McGuire (pop-up book)
This book explains that you lose your primary (baby) teeth and get your permanent teeth. It also discusses why teeth are important and how to take care of them.
- The Tooth Book by Theo LeSieg.
This book points out why teeth are important, using many descriptive phrases and pictures. The positive dental message is that teeth are important for your smile.

E. Songs:

You Will Have a Pretty Smile (Tune: London Bridge)

You will have a pretty smile,
Pretty smile, pretty smile.
You will have a pretty smile,
If your teeth are clean.

Wiggle-Jiggle Song (Tune: Old Mac Donald)

In my mouth I have some teeth
Eee I, Eee I, O.
And in my mouth I put my brush,
Eee I, Eee I, O.
With a wiggle-jiggle here,
And a wiggle-jiggle there,
Here a wiggle, there a jiggle
Everywhere a wiggle-jiggle
In my mouth I’ll keep my teeth,
Eee I, Eee I, O.

F. Activity Page- "Functions of the Mouth" (Refer to activity page)

- Point to the picture that shows a person smiling. Ask the children the following questions:
 1. What is this person doing with her mouth?
 2. Could you smile if you did not have a mouth?
 3. What would your smile look like without teeth?
 4. How would you feel if you couldn't smile?
- Point to the picture that shows a person talking. Ask the children the following questions:
 1. What is this person doing with his mouth?
 2. What do you see move when people talk?
 - Elicit responses that the lips, teeth, and tongue move when people talk.
 3. Try to talk without moving your mouth. Have children hold their lips together to see if they can talk.
 4. How would you feel if you could not talk?
- Point to the picture that shows a person eating. Ask the children the following questions:
 1. What is this person doing with his mouth?
 2. What moves when you eat food?
 3. What part of your mouth do you use when you are eating foods?
 4. Could you eat without a mouth?
 5. How would you feel if you couldn't eat?

G. Song:

Smile, Talk, Chew (Tune: Wheels on the bus)

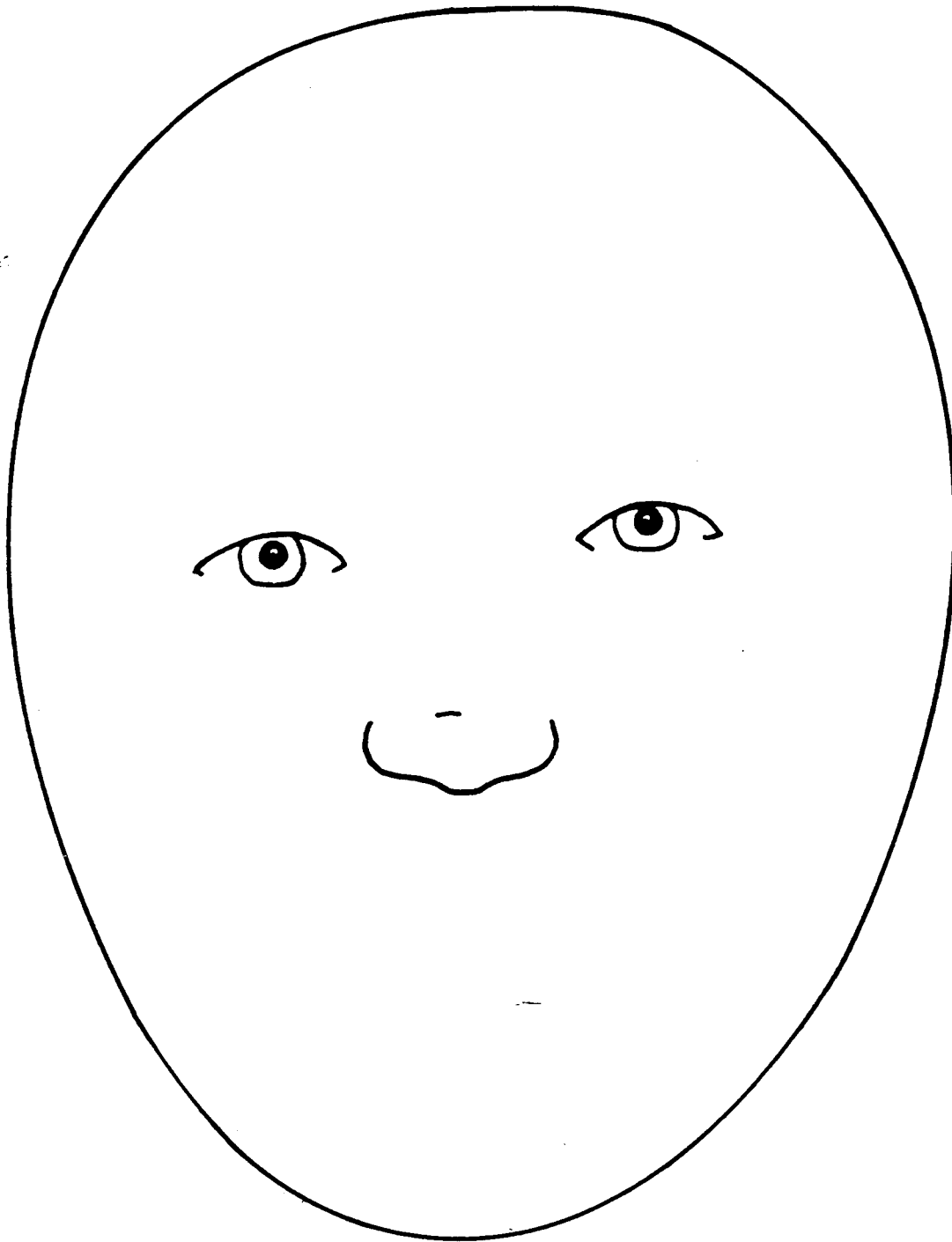
This is the way we use our mouth,
Use our mouth,
Use our mouth.
This is the way we use our mouth,
Smile, Smile, Smile.
This is the way we use our mouth,
Use our mouth,
Use our mouth.
This is the way we use our mouth,
Talk, Talk, Talk.
This is the way we use our mouth,
Use our mouth,
Use our mouth.
This is the way we use our mouth,
Chew, Chew, Chew
These are the ways we use our mouth,
Use our mouth,
Use our mouth.
These are the ways we use our mouth,
Smile, Talk, Chew.

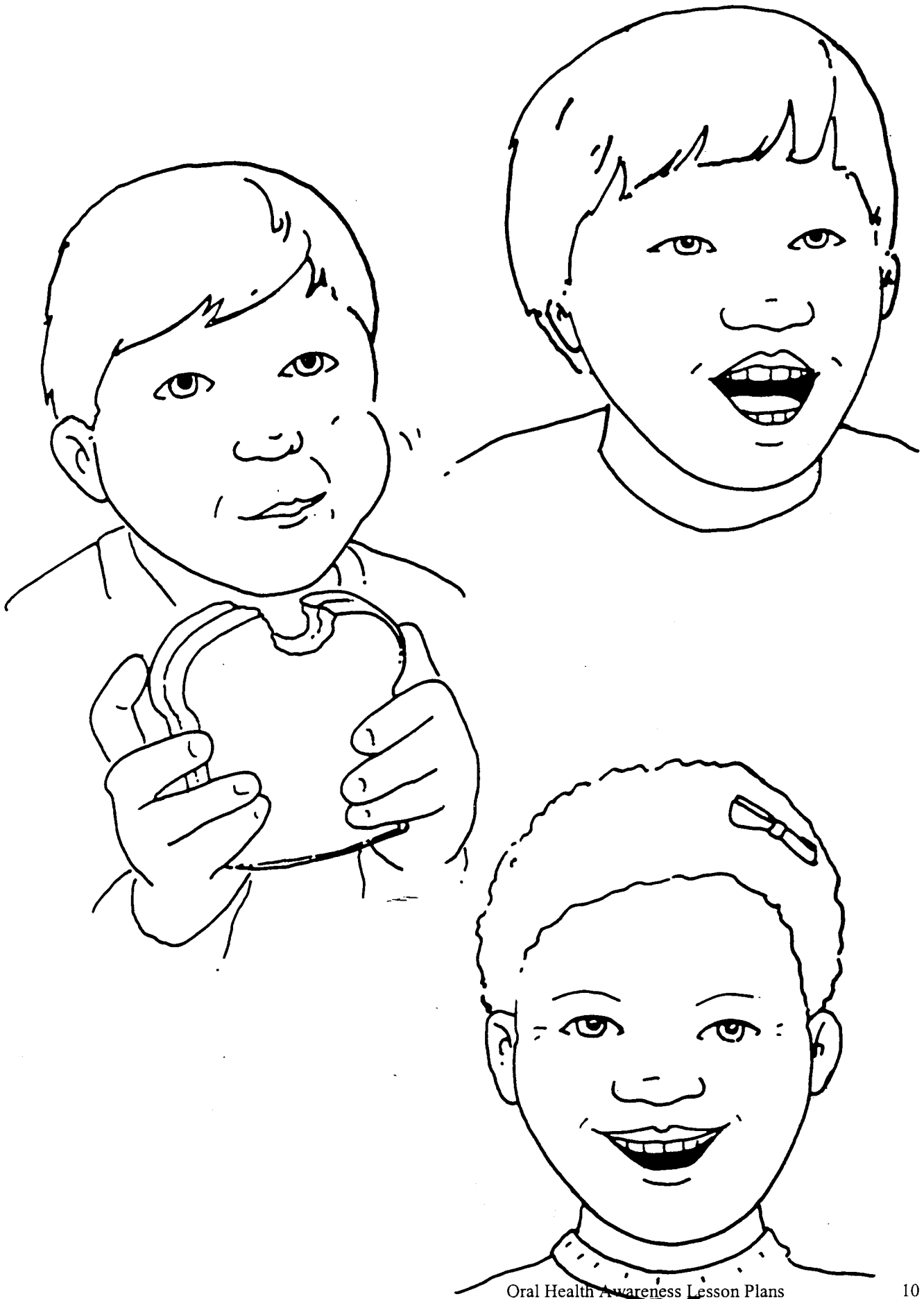
H. Art Activity for Bulletin Board:

- Give children old magazines. Have them find pictures of people who are eating, talking, or smiling.
- Allow children to cut the pictures out and glue them to pieces of construction paper.
- Allow children to volunteer, to tell the class about their pictures.
- Post these pictures on a bulletin board, or around the classroom.

I. End of Lesson:

- Ask children the following questions
 1. Who has seen a little baby?
 2. Do you remember what you were like when you were a baby?
 3. What types of foods did you eat when you were a baby?
- Encourage responses such as soft foods, milk, and baby food.
 4. Could you eat a carrot, or an apple when you were a baby?
 5. Why couldn't you eat a carrot or an apple?
 6. What didn't you have in your mouth when you were a baby?
 6. Can you eat a carrot or an apple now?
- Sing the previously learned songs.





PARENT LETTER: Awareness of the Mouth

Dear Head Start Parent:

It is important for children to learn about and take care of their teeth and mouth. Today your child learned about the different parts of the mouth such as the teeth, gums, cheeks, lips, and tongue. Each of these parts has a special purpose and it is important to keep them healthy. Healthy teeth are a shade of white, shiny, and strong. Healthy gums are pink or brownish, depending on race. They should not bleed when brushed or touched. Healthy tongues are pink or red. If your child's mouth does not look healthy and your child has not seen a dentist recently, he or she probably needs to see a dentist soon to prevent dental disease.

We believe our dental health lessons in Head Start will help your child learn about the importance of the mouth and help him or her prevent dental disease. Have your child tell you about the different parts of the mouth and name the parts of the mouth as you point to them

You will be sent more information on the dental health program as it continues. If at any time you have any questions, please feel free to call the center at _____.

Sincerely,

PARENT LETTER: Functions of the Mouth

Dear Head Start Parent:

Today your child learned about the many ways people use their mouth. The mouth is used to chew, to speak, and to smile. Your child's baby teeth are very important. They save space for the permanent teeth to grow in straight and healthy. They also help your child to speak clearly.

To help your child remember the important uses of the mouth, go through old newspapers or magazines and cut out pictures of people who are using their mouth with your child. Have your child describe the ways the mouth is being used in the pictures you find.

Like you, Head Start is concerned with helping your child have a good self-image. A good self-image will help your child succeed. Happy smiles with healthy teeth are important in creating that good self-image.

Sincerely,

Lesson Plan: Plaque, Cavities, and Brushing Your Teeth

Objectives 2 & 3

1. Discussion of objective 2 & 3
2. Matching activity and “Simon Says”
3. Clean song
4. Distribute toothbrushes to the children, explain the process of brushing teeth, and aid them with the activity.
5. Songs:
 - This is the way we brush our teeth
 - Brush, brush, brush your teeth
 - To keep healthy teeth

Purpose:

- To familiarize the children with the concept of toothbrushing, and help them realize that it is a normal, daily routine.
- To enable the children to retain the concepts taught in the lesson through the repetitive nature of the songs.

Materials:

Toothbrushes for children

Activity page

- What we use to keep clean

Construction paper

Camera and film (if available) to take pictures of the children brushing their teeth

Begin the lesson by reviewing with the children the reasons why teeth are important and what our teeth help us to do (smile, talk, chew). Give children an opportunity to sing one of the previously learned songs related to teeth.

A. Ask children:

1. When do you wash your hands?
2. Why do you wash your hands?
 - Emphasize responses such as “to clean off dirt”, “to keep them clean”, “to remove germs”
 - If children do not know what germs are, explain that when our hands are dirty, things that we cannot see, called germs can start living on our hands. Although we cannot see the germs, they can make us sick if they move from our hands to our food and we eat them. (Illustrate using motions and pretending to eat food with hands)
3. Can you see dirt on your hands?
 - Yes
4. Can you see germs on your hands?
 - No. We cannot see germs because they are very, very small
5. How do you clean your hands to get the dirt and germs off? Show me.
 - Wash with soap and water. Illustrate by rubbing your hands together and encourage children to do the same.
6. What would happen if you didn’t wash your hands?
 - Encourage responses- Dirt might get into your food, you might get sick, germs can get on your hands.
 - Explain that we wash our hands to clean off the dirt and remove the germs even though we don’t see the germs. Explain that germs can also be in our mouth and we need to remove those too.
7. How do you clean your mouth to get rid of the germs?
 - Brush my teeth
8. What do you use when you clean your teeth?
 - Toothbrush and toothpaste
9. What would happen if you didn’t clean your teeth?
 - Children might respond- my teeth will get dirty, teeth will become yellow/brown, my breath will smell bad.
 - Teachers should explain “if we don’t keep our teeth clean, germs can grow in our mouth and our teeth can get sick and hurt. When germs grow in our mouth they make something called plaque, which we cannot see.”
 - “Plaque are bad guys. We cannot see the bad guys. They eat the foods off our teeth and leave holes. These holes are called cavities and they make our teeth hurt. Brushing our teeth everyday gets rid of the germs and the bad guys in our mouth so our teeth can stay strong.”
 - “When your teeth hurt, you should tell your parents (or teacher) right away because they will know what to do to help you feel better.”

B. Activities:

1. Matching activity: cut out and distribute the six boxes shown on the Activity page, “What We Use to Keep Clean” to each student. Help children match the item to be cleaned with the item used for cleaning. They may cut out the items and place the matched items side by side and glue the sets onto construction paper.
2. Simon Says: using the following phrases, play this game with the children, having them make appropriate motions according to what “Simon Says”.
 - washing hair
 - washing hands
 - washing face
 - washing arms
 - washing ears
 - brushing teeth
 - washing tummy
 - washing neck

C. Songs:

Clean Song (Tune- If you’re happy and you know it)

When my hands are clean I know it ‘cause I CLAP
(clap, clap)

When my hair is clean I know it ‘cause it SQUEAKS
(squeak, squeak)

When my mouth is clean I know it and I’m not afraid to show it

When my mouth is clean I know it ‘cause I SMILE
(smile, smile)

When my feet are clean I know it ‘cause I STOMP
(stomp, stomp)

When my ears are clean I know it ‘cause I HEAR
(clap hands behind ears)

When my teeth are clean I know it and I’m not afraid to show it

When my teeth are clean I know it ‘cause I CHOMP
(chomp, chomp)

D. Tooth Brushing Activity:

- Review the proper use and handling of toothbrushes with Head Start teachers:
Each child should have his/her own toothbrush, clearly marked with identification. No sharing or borrowing should be allowed. A pea-sized amount of toothpaste should be placed on a dry toothbrush. After use, the toothbrushes should be allowed to air dry and stored so they cannot touch each other. Paper cups should be used for rinsing and they should be disposed of after this. **If a toothbrush becomes contaminated through contact with another toothbrush or child, or if it falls to the floor, there should be NO attempts to decontaminate it.** It should immediately be thrown away and replaced with a new one.
- It is important that teachers also participate in this activity, either by illustrating the brushing process on themselves or by using a doll/hand puppet.
 - Always use a soft bristled toothbrush
 - Hold the toothbrush against the gum line at a 45-degree angle (tilted)
 - Use a small circular motion to brush teeth and gums
 - Start brushing the upper teeth and end with the lower teeth.
 - Brush back and forth on the chewing surfaces of the teeth while holding the brush flat
 - Brush the back of the teeth also
 - Brush for at least 2-3 minutes
- Due to the children's young age, they might not be able to spit out toothpaste. Therefore, it is advisable to simply allow them to wet their toothbrush with water prior to brushing. For older children who can spit on demand, a pea-sized amount of fluoridated toothpaste should be used.
- Explain to the children that they should not let their toothbrush touch other people or objects, such as the floor, their hair, each other's mouths, etc. Stress that these same rules should apply at home.
- It may not be possible for all the children to take part in this activity at the same time. Since young children may not be able to effectively brush their own teeth, a staff member may need to help them. For this reason, it is wise to divide the children into smaller groups, and carry out the activity with each group separately.
- When children are brushing their teeth, it is important to positively reinforce their actions with the following:
 - “You’re doing a good job”
 - “Your teeth are sparkling”
 - “What a nice smile you have”
 - “You’re a very good brusher”
 - “I like looking at your clean smile”
 - “You should be proud of what a good job you’ve done cleaning your teeth”

- If possible, take pictures of the children while they are brushing their teeth, and/or smiling after they have finished the brushing activity and glue them onto construction paper. Allow the children to decorate the paper and hang them around the classroom.

E. Teach children the following songs :

(The following songs can be sung while the teacher is illustrating the brushing process)

This is the way we brush our teeth (Tune- London Bridge)

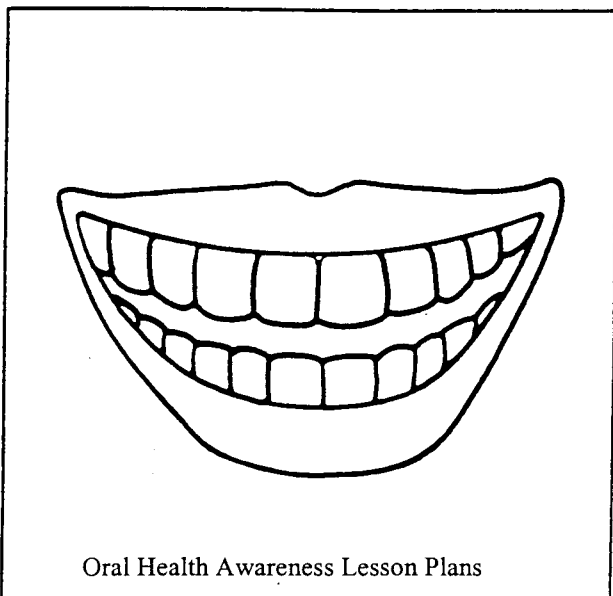
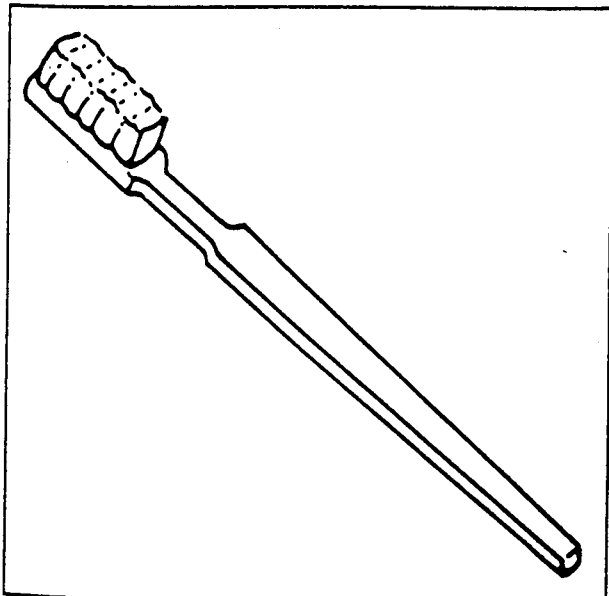
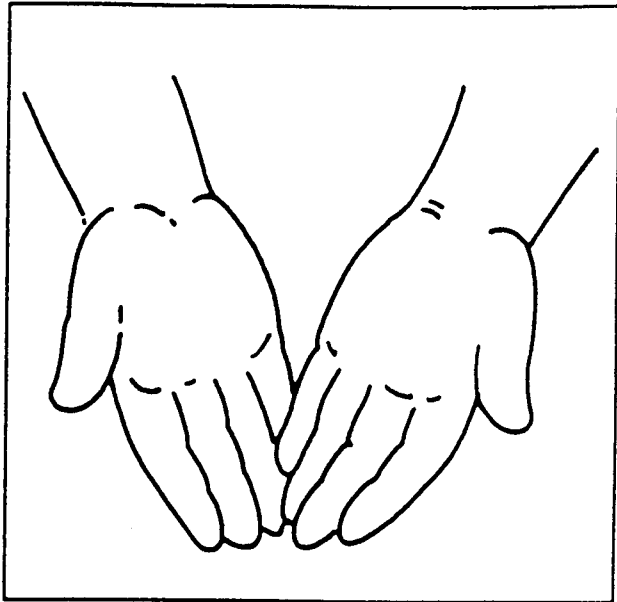
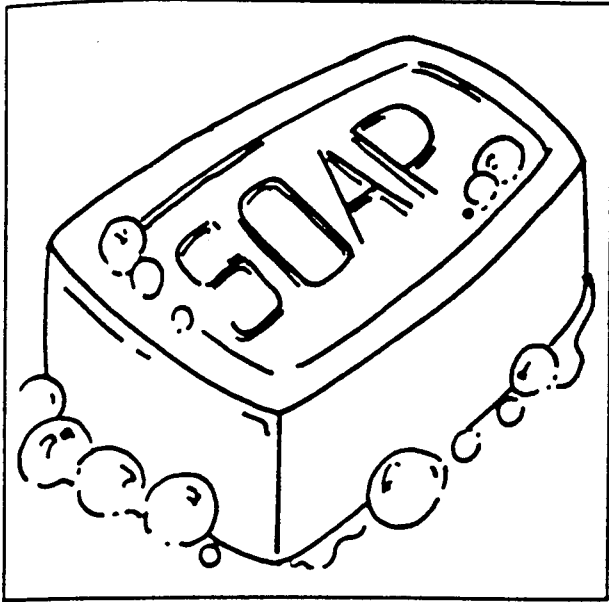
This is the way we brush our teeth,
Brush our teeth, brush our teeth.
Gently, gently round and round,
They feel so fresh and clean.

Brush, Brush, Brush Your Teeth (Tune- Row, Row, Row Your Boat)

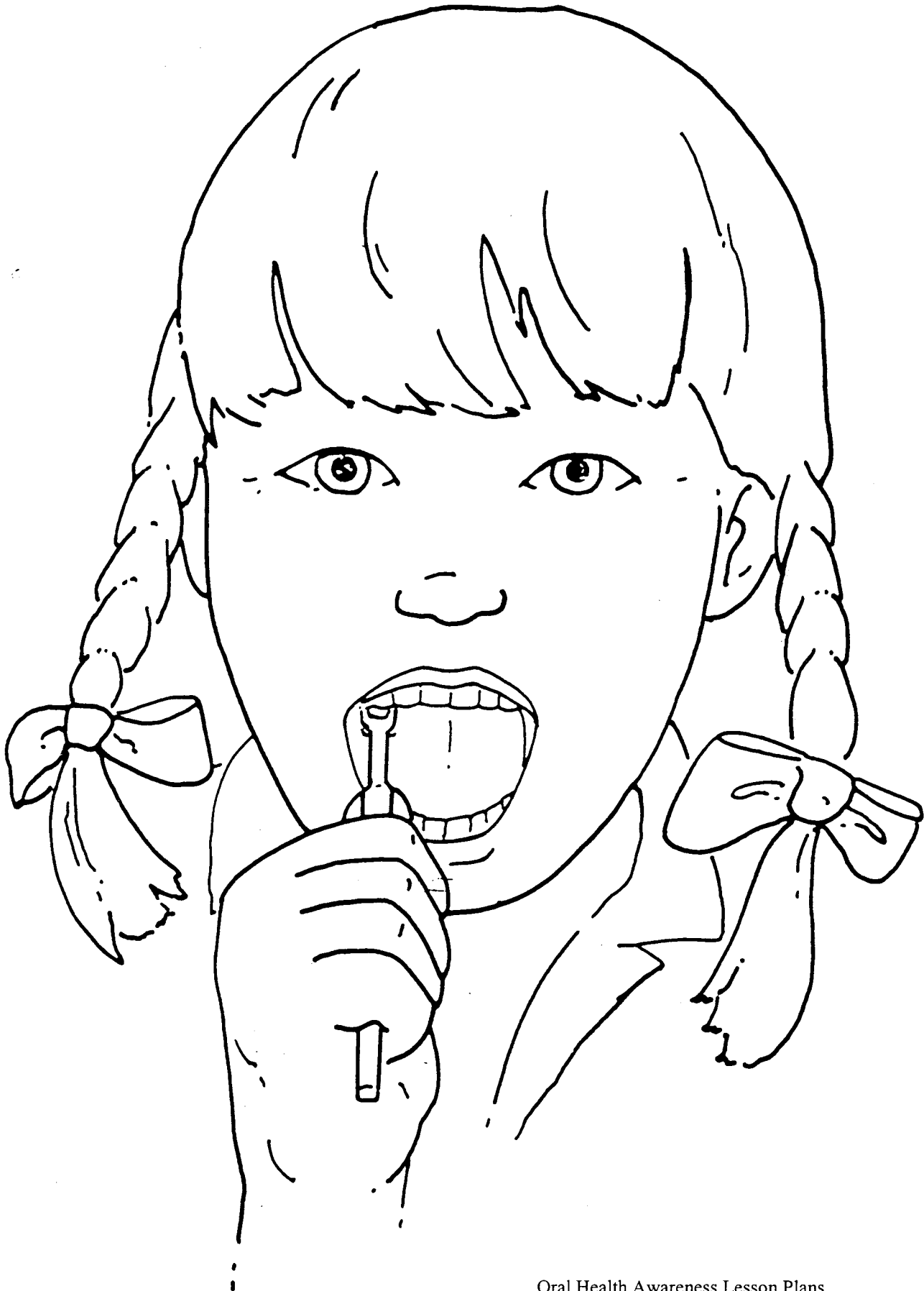
Brush, Brush, Brush your teeth,
Gently around your gums.
Merrily, Merrily, Merrily, Merrily,
Brushing can be fun!

To Keep Healthy Teeth (Tune- Wheels on the bus)

The toothbrush in my hand goes brush, brush, brush,
Brush, Brush, Brush, Brush, Brush, Brush.
The toothbrush in my hand goes brush, brush, brush,
To keep healthy teeth.
The toothpaste in my tube goes squeeze, squeeze, squeeze,
squeeze, squeeze, squeeze, squeeze, squeeze, squeeze.
The toothpaste in my tube goes squeeze, squeeze, squeeze,
To keep healthy teeth.
The teeth in my mouth go smile, smile, smile,
smile, smile, smile, smile, smile, smile.
The teeth in my mouth go smile, smile, smile,
To show my healthy teeth – SMILE!









PARENT LETTER: The Importance of Keeping Teeth and Gums Clean

Dear Head Start Parent:

As part of our lessons on dental health, your child learned today why it is important to remove plaque by cleaning teeth and gums daily. Plaque is a sticky, colorless film of bacteria (germs) that constantly forms on teeth. These germs make painful holes, called cavities, in teeth. Because the germs form every day, teeth must be brushed every day.

Now the children are learning how to clean their teeth. We have given your child a toothbrush to use in the classroom. You will want to make sure your child has a toothbrush to use at home too. Here are some tips on brushing your child's teeth:

Children of Head Start age can begin to learn to brush their own teeth. An adult MUST help, however, to see that they brush well, and do not swallow the toothpaste.

- It is important to get your child a small child-size brush with soft polished bristles. A hard-bristled toothbrush can hurt your child's teeth and gums.
- Use toothpaste with fluoride. Use only a pea-sized amount toothpaste.
- If you do not have toothpaste, encourage your child to use the toothbrush by itself.
- Replace the brush when the bristles look bent, usually every three or four months. A worn-out toothbrush cannot clean well and may hurt your child's gums.
- When brushing teeth, hold the brush against the gumline. Point the bristles toward the gums. Move the brush back and forth with short strokes, using a gentle scrubbing action.

Be sure that your child brushes twice daily, once in the morning, and once before bed. Children learn from example, so be sure to brush your teeth twice daily as well.

Sincerely,

Lesson Plan: Visiting the Dentist

Objectives 4, 5, 6, 7, & 8

1. Familiarize children with the concept of a dentist
2. Songs
3. Suggested classroom activities

Purpose:

- To read more than one book about visiting the dentist, over the course of the school year to expose the children to different aspects of the dental visit and help them understand that it is normal to visit the dentist.
- To retain the word dentist and concept of the dentist through the repetitive nature of the books and songs.
- To meet a dentist or a dental hygienist to make the concept of a dental visit less scary.

Materials:

Books:

- Freddy Visits the Dentist by Nicola Smee (baby/preschool)
Publisher: Barron's Educational Series Inc., April 2000
ISBN: 0764115812
- Bernstein Bears Visit the Dentist by Stan and Jan Bernstein (ages 3+)
Publisher: Random House, June 1981
ISBN: 0394848365
- Just Going to the Dentist by Mercer Mayer (ages 3+)
Publisher: Western Publishing, June 1990
ISBN: 0307125831
- A Visit to the Dentist - Head Start Program Story (included in packet)

Arrange for a dentist or dental hygienist to visit the classroom
Crayons or markers

A. Introduce the concept of a dentist to the children:

- Show a picture of a male and/or female doctor/dentist and ask the children who they think the person is. If they say doctor, ask them who has been to a doctor before. Ask them what they think doctors do and talk to them about how doctors can help them stay healthy and help them feel better if they are sick.
- Say: “Today we are going to talk about teeth doctors. Does anyone know what a teeth doctor is called?”
- Ask if anyone has been to the dentist before and what happened at the dentist. Explain that a dentist cleans your teeth and keeps them healthy. They can also fix your teeth if they hurt.
- Read a story or a book about visiting the dentist. Some suggestions are
 - Freddy Visits the Dentist by Nicola Smee (baby/preschool)
 - Bernstein Bears Visit the Dentist by Stan and Jan Bernstein (ages 3+)
 - Just Going to the Dentist by Mercer Mayer (ages 3+)
 - A Visit to the Dentist - Head Start Program Story (included in packet)

B. Songs:

The Dentist is my Pal (Tune: The Farmer in the Dell)

Chorus:

The dentist is my pal. The dentist is my pal.

His chair goes high (arms in the air)

His chair goes low (touch the ground)

The dentist is my pal.

He has a waiting room,

With lots of things to do,

Books and toys for girls and boys,

Are waiting there for you.

(CHORUS)

He makes me open wide,

And then he looks inside,

Carefully he checks my teeth,

And keeps them shining bright.

(CHORUS)

C. Suggested classroom activities:

1. Make arrangements for a dentist or a dental hygienist to visit your class. Ask them to bring examples of things that are used in the dentist's office, including pictures or charts. Have them explain what happens during a visit to the dentist.
2. Have the children assist you in composing a thank you note to the dentist whose office you visited or to the professional who visited the classroom.
3. Read A Visit to the Dentist (enclosed) and pass out the pictures for coloring. Distribute pictures from A Visit to the Dentist and allow the children to color them in.

Suggestion: It may be possible to find a dentist who is able to set aside a block of time to allow the Head Start center to transport children (possibly with parents) to the dentist. The Health Coordinator may find a Health Choice participating dentist in the county who is willing to do this.

"A Visit to the Dentist" - Head Start Program Story

Characters: Carlos	Mrs. Jackson
Darius	Dr. Lee
Dawn	Miss Phillips
Althea	
Bobby	

All the children were **EXCITED**.

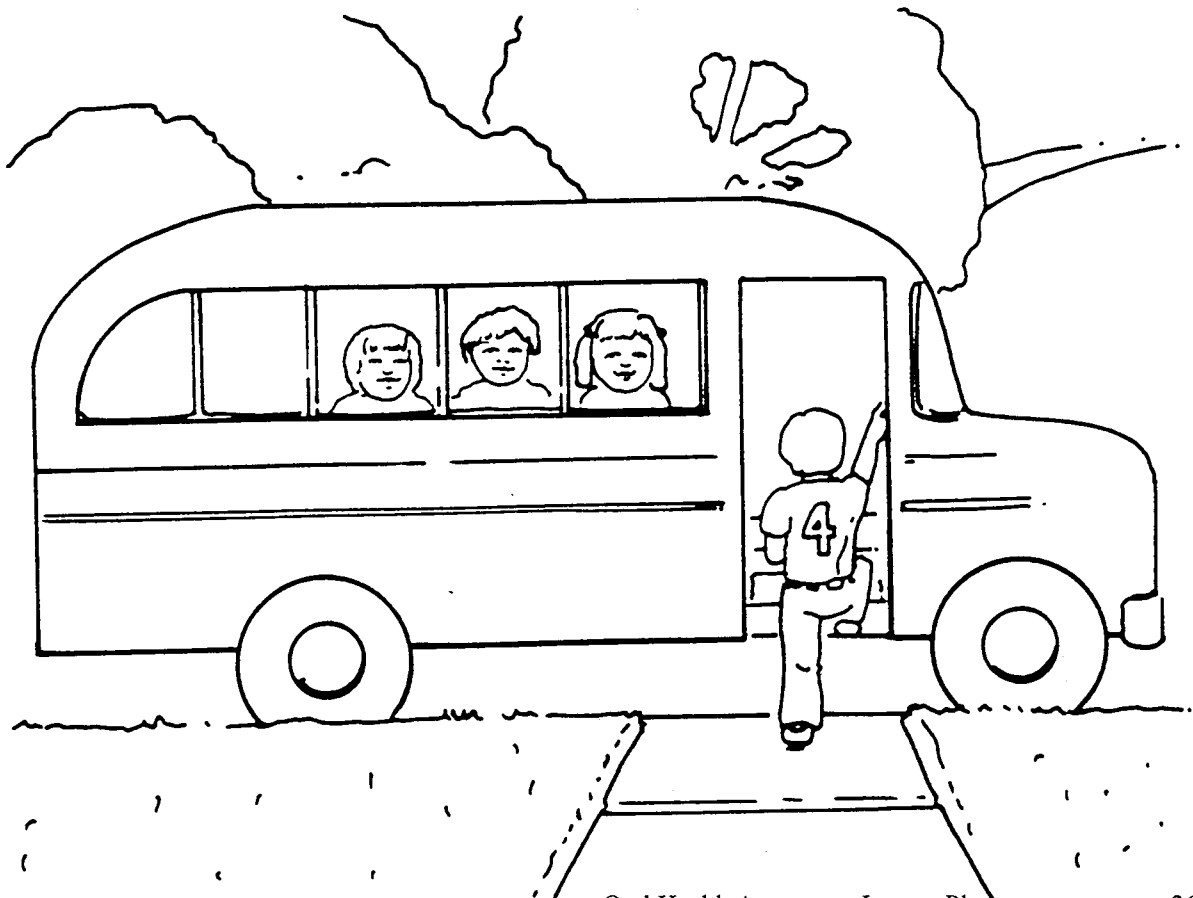
Today they were going to meet a new friend. The **DENTIST**.

At exactly 9 o'clock, a big yellow bus parked outside the classroom.

Bobby was the first to climb in.

"Oh boy!" said Bobby, "this bus is as big as the one my dad drives!"

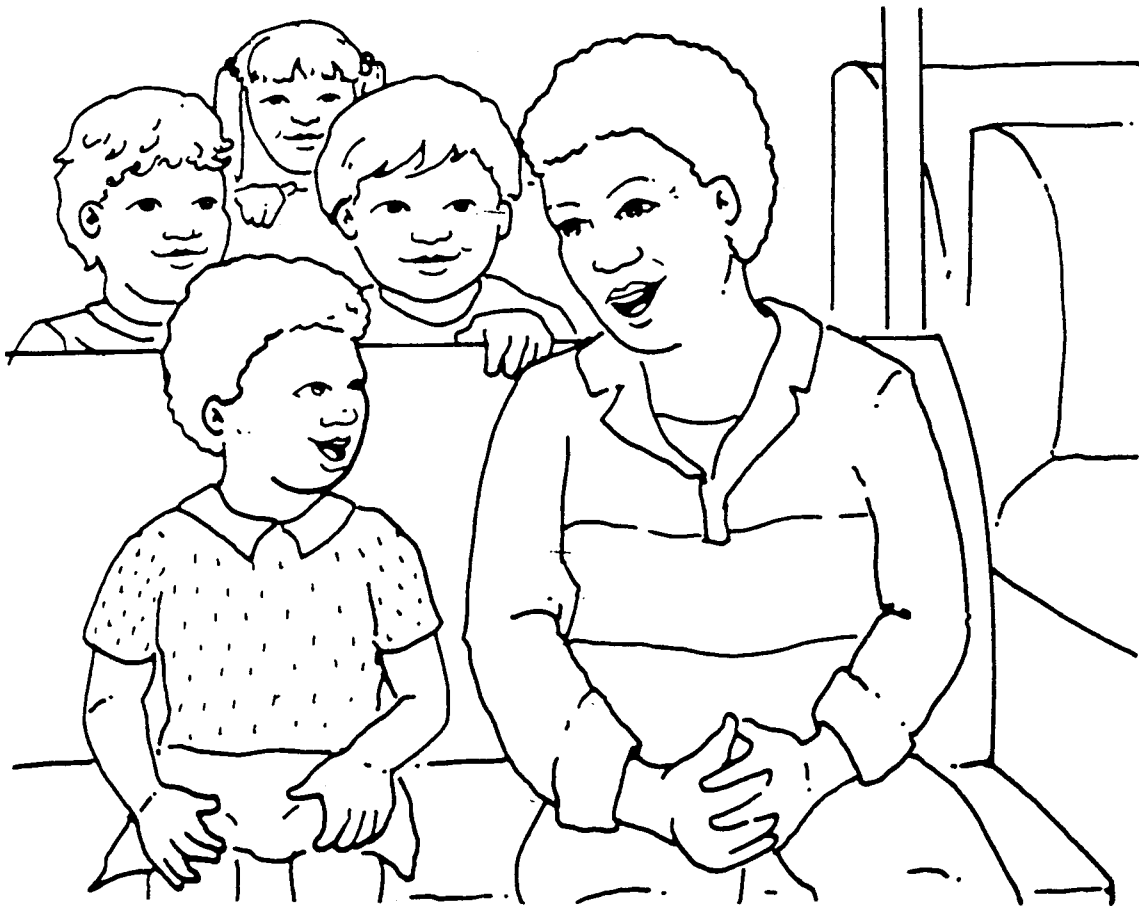
Sure enough, the bus could fit all the children in the class. And it even had room for more.



"Will the dentist's office be this big?" asked Althea.

"Almost as big," answered Mrs. Jackson. "But it's filled with many interesting things, things you can't find on a bus."

The children's eyes sparkled. They could hardly wait to see all the new things the dentist would show them.



Soon they were at the dentist's office.

Mrs. Jackson opened the door, and the children followed her inside. They entered a small room. It was quiet and filled with all sorts of things.

There were plants and pictures, big stuffed chairs, and even some books and magazines.

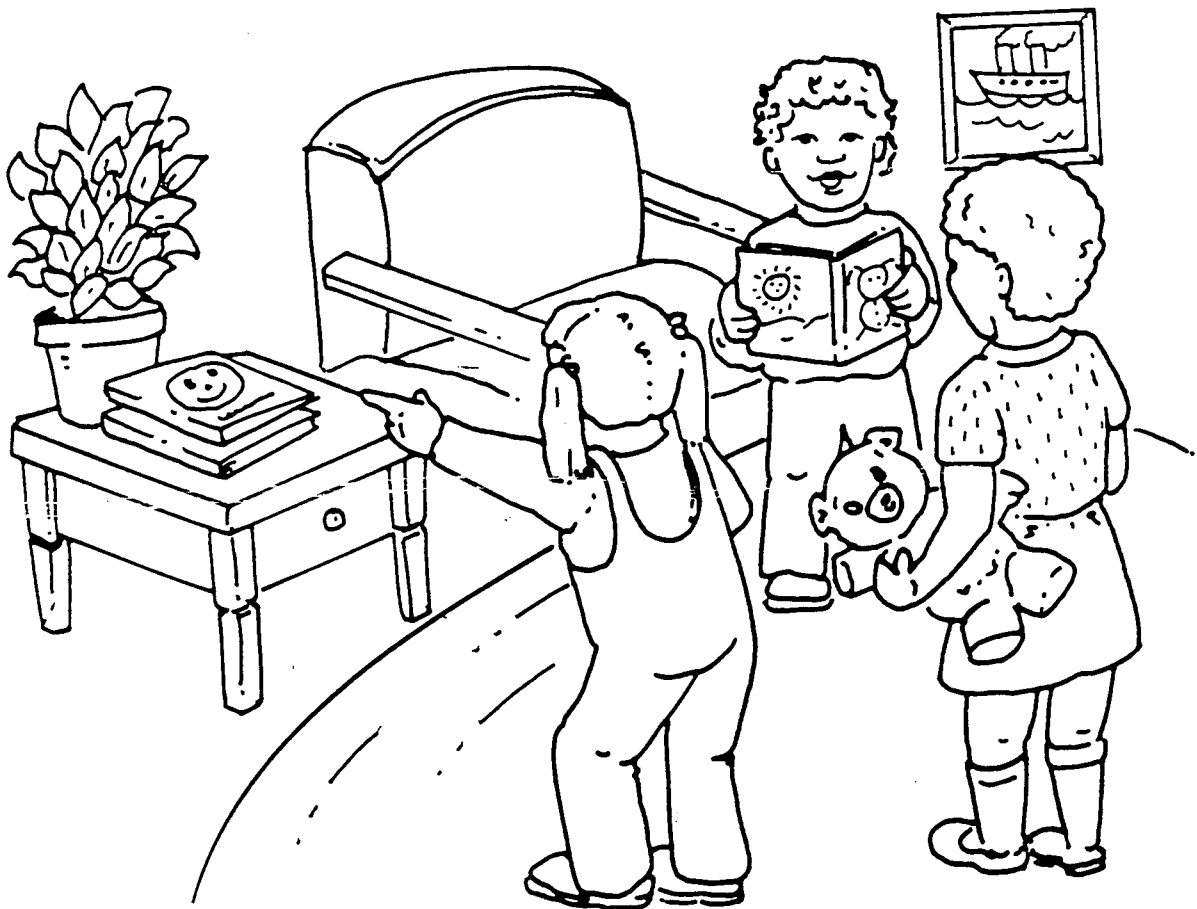
"Look here!" squealed Dawn. She pointed to a nearby table.

"There are plenty of storybooks I can look at!"

Carlos, also delighted, found a children's magazine.

He picked it up eagerly and showed it to everyone.

"My favorite magazine!" Carlos exclaimed.



At that moment, a friendly looking woman stepped into the room.

"There's Miss Phillips," said Mrs. Jackson.

"She's the **dental hygienist**. She helps the dentist keep your teeth clean and healthy."

"Hello, everyone," Miss Phillips said with a big smile. "I'm very happy to meet you."

"Is this where the dentist works?" asked Bobby.

"Well he doesn't work right here in this room," she answered. "This is called the **waiting room**. You can wait here until it's your turn to see the dentist."



The children were so busy listening to Miss Phillips that they didn't see Dr. Lee come into the room.

"HI, boys and girls!" he said with a grin.

"Oh," they murmured in surprise.

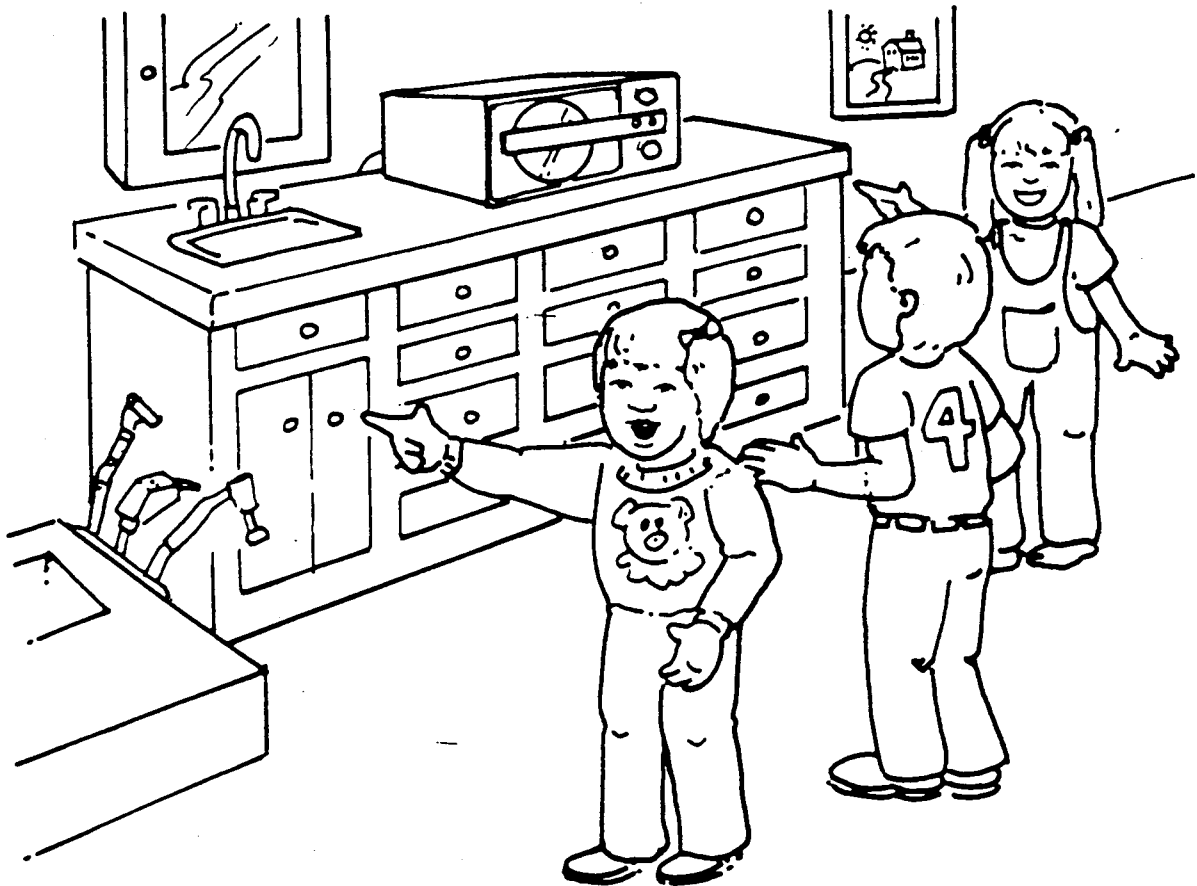
"You must be Dr. Lee," shouted Althea. "You're dressed just like the dentist in my picture books!"

Dr. Lee was happy that the children recognized him. "Let me show you some other things you may have seen in pictures," he said.



In the next room were many small things.
Some were small and shiny.
Others were very big and were stuck to the floor or wall.
Some even made noises or could be moved!

There was a sink for the dentist to wash his hands.
A mirror hung on the wall over the sink.
And there were lots of drawers to hold Dr. Lee's tools.



"What's that chair doing in the middle of the room?" asked Dawn.

Miss Phillips replied, "You lie back in the chair while the dentist looks inside your mouth. It can tilt backward. It also goes up and down."

"Can I try it?" Darius asked excitedly.

"Sure you can," said Miss Phillips. "You can each try it, one at a time, when Dr. Lee looks at your teeth."

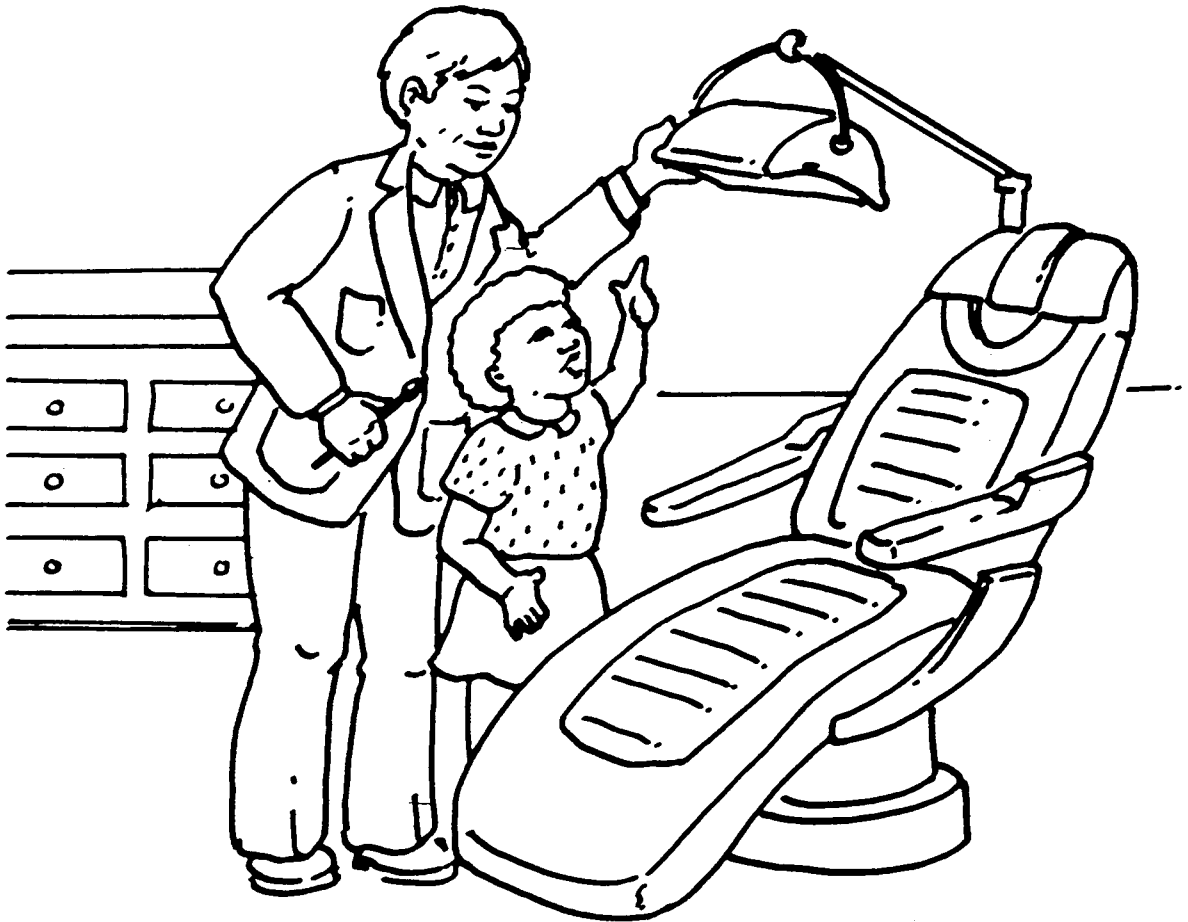


Why is that big light hanging over the chair?" asked Althea.

"It shines into your mouth so I can see all your teeth," answered Dr. Lee.

Then he picked up a gleaming mirror to show the children.

"I can also use this tiny round mirror to see the backs of your teeth." It *sure* was tiny, but it had a long, shiny handle.



Next to the chair was a silver tray.

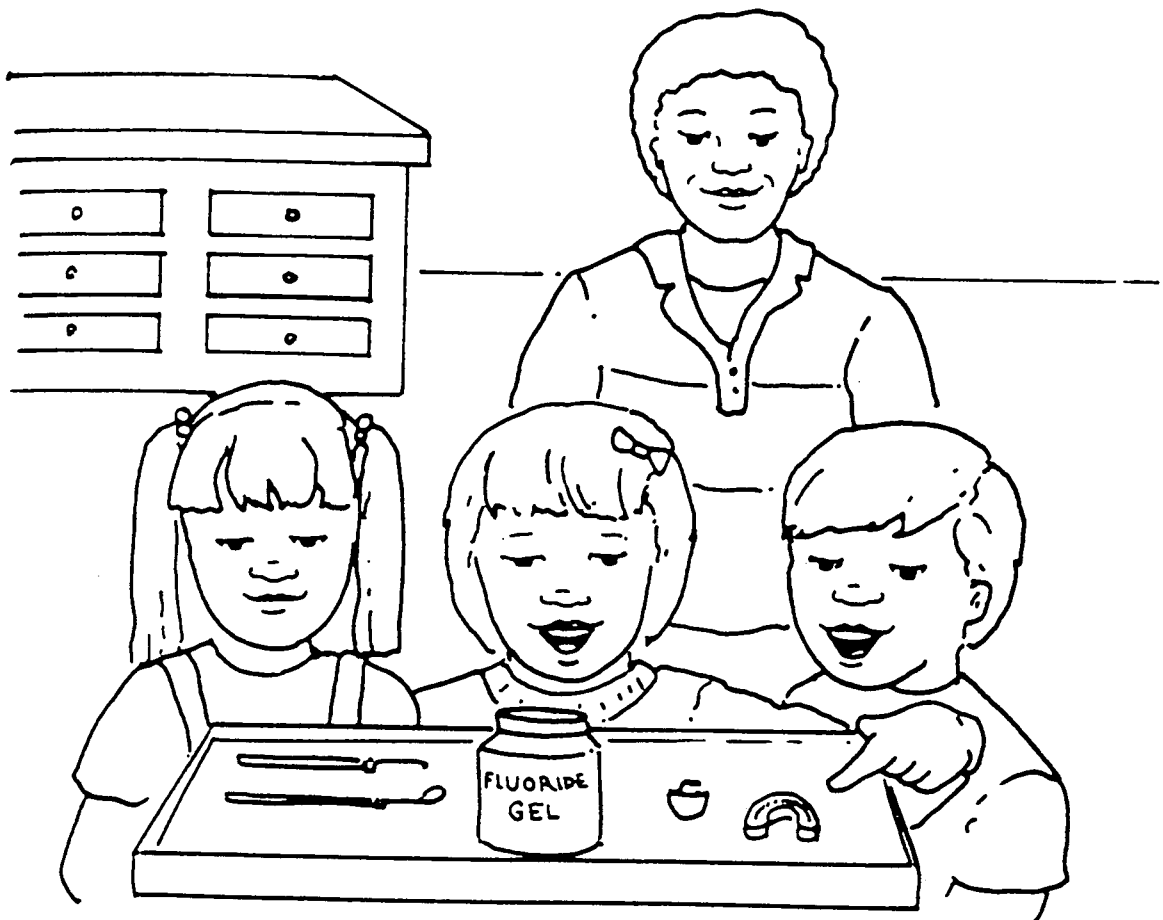
It had all sorts of tools on it.

There was an *explorer*, which is a pointy silver stick to help the dentist check each tooth.

There was a jar of a special gel with fluoride in it.

Fluoride helps make teeth strong.

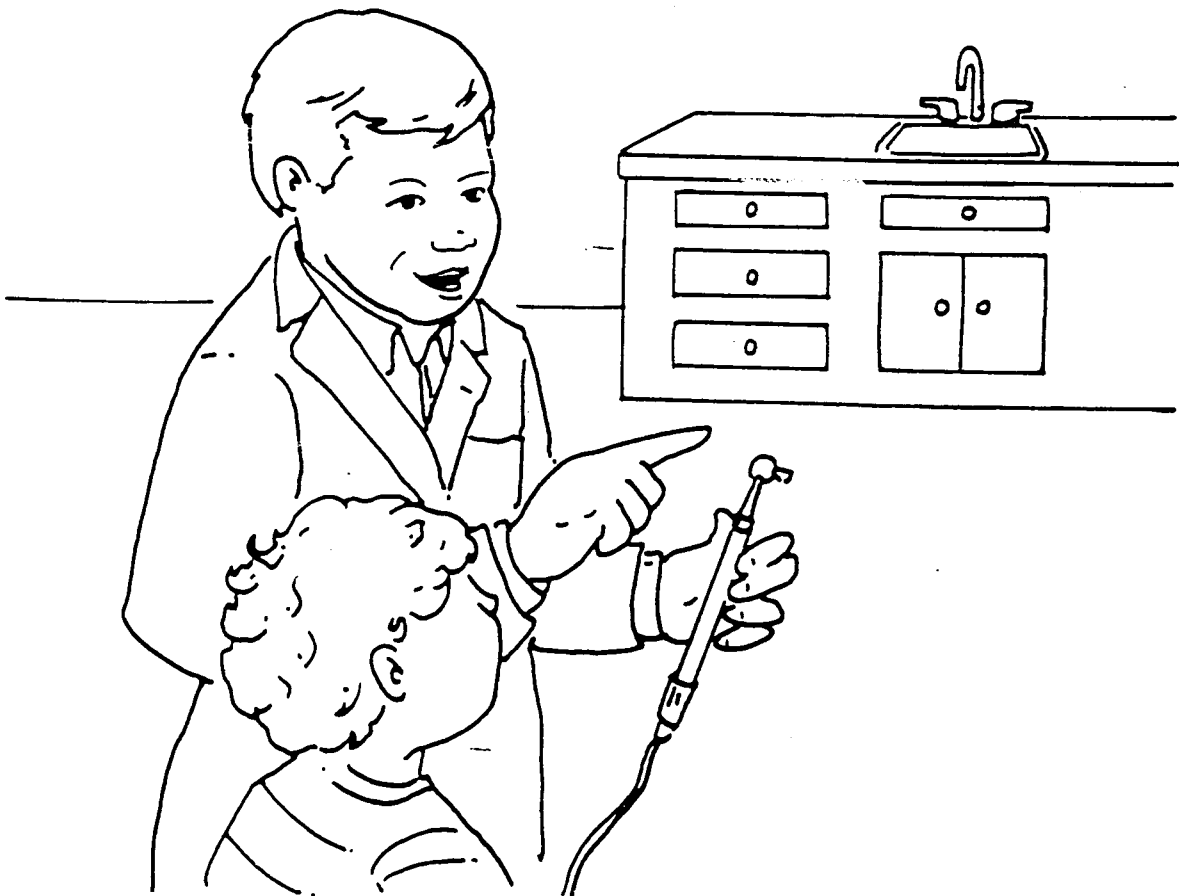
And there was a special minty toothpaste in a small bowl.



"Whrrr, whrrr, whrrr..."

"What's that sound?" asked Carlos, startled.

"Oh, it's just my *special toothbrush*," Dr. Lee replied. "It has a little rubber cleaner that spins round and round to clean and polish your teeth. Do you hear any other sounds in the office?"



The children listened very carefully.
They heard something that Miss Phillips was holding make a slurping,
sucking sound.

"That sounds like someone drinking out of a straw," said Bobby.

"You're right, Bobby," Miss Phillips answered. "But this is called a
suction."

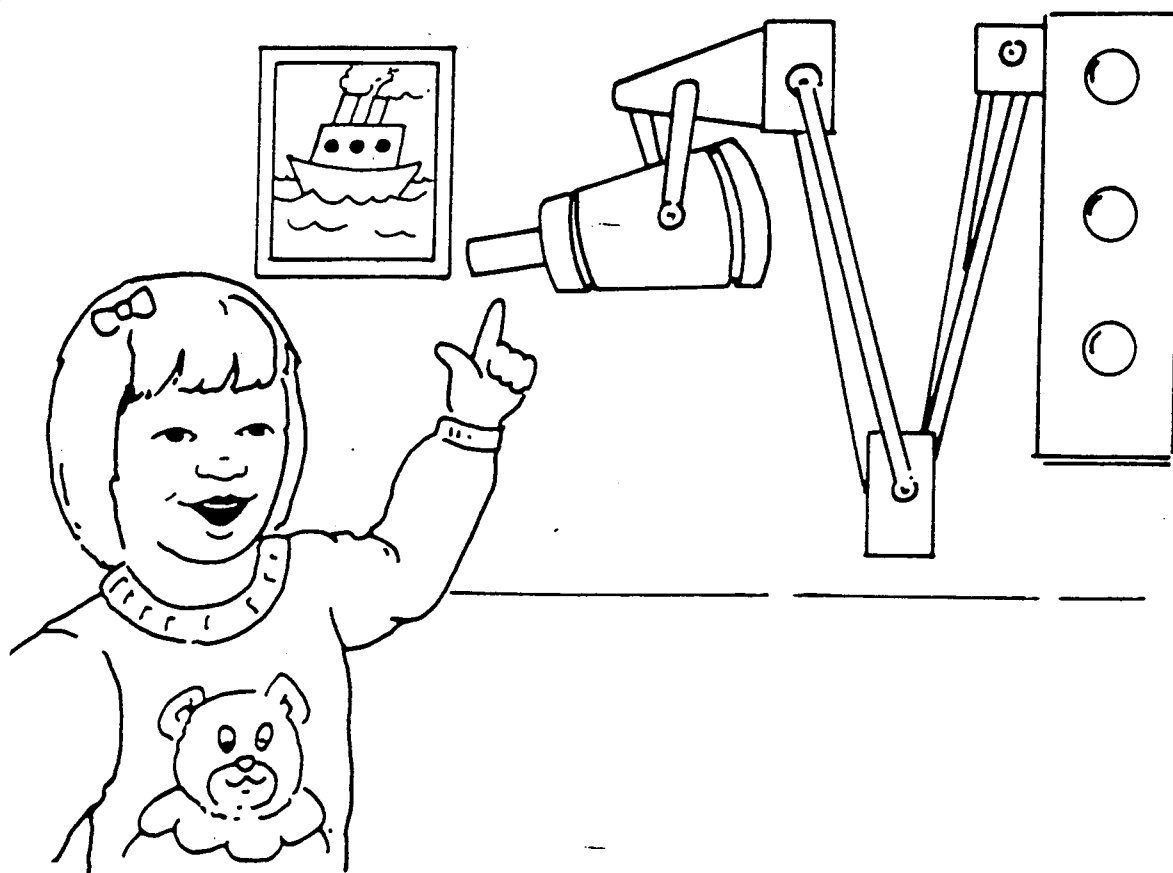
"It sucks up some of the wetness in your mouth so the dentist can get
a good look at your teeth."



Darius pointed to a long machine on the wall. "That machine must make lots of noise. It's really big!"

"It is big," said Miss Phillips, "but it only makes a soft, short buzz. It's called an X-ray machine."

"It takes pictures of the inside of your teeth so we can be sure they're strong and healthy."



"Why are water and hoses over there?" asked Dawn, pointing.
"Are they for watering the plants in the other room?"

"No, no," said Dr. Lee with a smile.

"The *hose* lets me squirt water on your teeth, to clean them. It also sprays air to dry your teeth.

And saying this, Dr. Lee sprayed a little bit of air on Dawn's hand.
It was warm and gentle, like air let out of a balloon.

Soon all the children wanted Dr. Lee to squirt their mouths with water and clean their teeth with his special toothbrush.
They were happy to have this nice, caring man as their friend.



Dr. Lee took some toothbrushes out of a drawer.

There was a red brush, a blue brush, and a green brush.

There was a white brush and a yellow one.

So many colors to see!

And Dr. Lee gave one toothbrush to each child.

Do you know what color Carlos, Darius, Dawn, Bobby, and Althea chose?



The children thanked Dr. Lee.

They thanked Miss Phillips, too, for showing them so many new things.

Now the children could hardly wait to go home to try out their colorful new toothbrushes!

They had lots to tell their family about what they had seen!



PARENT LETTER: Visiting the Dentist

Dear Head Start Parent:

Now that your child is Head Start age, he or she will be seeing a dentist. Dental examinations are an important part of the Head Start Program. To help prepare your child for this dental visit, your child is learning that the dentist and other members of the dental team are friendly people who take care of our teeth and keep them healthy.

During your child's first dental visit, the dentist will examine your child's teeth for tooth decay or other problems. The dentist may also show you how to care for your child's teeth. A trip to the dentist can be a pleasant adventure, and you can help make it so with a positive attitude. Do not show any fear of the dentist, as your child will most likely also be afraid.

A dental examination should take place as soon as possible. Regular dental visits are important and can help save your child's teeth by preventing dental problems. Your dentist will tell you how often your child needs a dental visit. With your help, dental visits will always be a pleasant experience for your child.

Sincerely,

Lesson Plan: Nutrition and Wise Food Choices

Objectives 10 & 11

1. Explain why food is important.
2. Allow children to express their feelings about foods. Expose children to different types of foods and play “Food Hunt”. Do drawing activity.
3. Healthy vs. unhealthy foods.

Background Information for the Teacher:

- For good dental health and overall health, children need to develop sensible eating habits. To get the nutrients they need for good overall health, children need to eat a balanced diet. A balanced diet includes the following:
 - A) Milk and Dairy products-
Ex. Milk, cheeses, cottage cheese, yogurt, buttermilk
 - B) Meat, Fish, Poultry, and Eggs-
Ex. Chicken, beef, liver, turkey, eggs, fish, dried beans, nuts, peanut butter (without sugar)
 - C) Fruits and Vegetables-
Ex. Oranges, bananas, grapes, peaches, apples, pears, potatoes, carrots, tomatoes, spinach, string beans, broccoli
 - D) Breads and Cereals-
Ex. enriched or whole grain breads, crackers, macaroni, spaghetti, rice, noodles, cereals
- Small children need to eat snacks because they cannot eat all the food they need at meals. It is important to select the snacks carefully so they are nutritious and do not harm their teeth. It is also important not to let children snack all day long.
- Snacks with sugar can cause tooth decay in children. These sugars can be fruit sugar, milk sugar, corn syrup, and honey. These sugars can be found in fruits and in many popular children’s snacks.

Materials:

Index cards, magazines, plastic bag
Stickers (can be of any design)
Construction paper, crayons or markers, scissors, glue

A. Starting the lesson:

- It is recommended that you start this lesson around the children's lunchtime or snack-time. Before serving them lunch or their snack, talk to them about how healthy snacks or drinks help us feel healthy and give us energy and strength.
- Explain to them that it is important to eat many types of food each day because our bodies like all different types of foods and tastes.

Talk to them about why people need to eat. Here are helpful hints:

1. **Hunger-** Our stomachs are smart and yell at us when they are hungry.
2. **To Grow-** We would not want to remain the same size we were when we were babies. We could not walk or talk. Think about all the things that you can do with your body now, that you couldn't do when you were small. Eating food made you grow big so you could do things like playing ball, jumping, dancing, running, and riding a bike.
3. **To Have Energy-** How do you know when you are hungry? When you are hungry, you don't have energy and want to sleep or sit or rest. When your stomach is empty, it growls and rumbles because it is trying to tell you that it needs more food.
4. **To Stay Healthy-** Eating food makes your body strong so you don't get sick.
5. **Food Tastes Good-** What is your favorite food? What does it taste like? Our bodies like many different types of foods and many different types of tastes.

To begin this lesson on nutrition, we recommend that you ask the following questions after the children have been served their meal or snack.

- “What colors are the foods on your plate?”
- “Do any of the foods on your plate have a special shape?”
- “Are there any soft foods on your plate?”
- “Are there any hard foods on your plate?”

- Ask them what the different foods taste like.

B. Classroom Activities: Different Types of Foods

Cut out many food pictures from magazines and mount each picture on a 4" x 6" index card.

1. Put the index cards with the pictures in a plastic bag. Ask one child to pick a card from the bag and describe the food to the class. You and the rest of the class can help in the discussion.
2. After the lesson, the cards can be posted around the classroom and at the children's eye level. Try to coordinate a "Food Hunt"- Ask the children to find a specific food item posted on the wall. Give a sticker(s) to either the first child/two children that find it. Repeat this until each child has a sticker. If you run out of food items and not every child has a sticker, give the remaining children stickers before proceeding to the next activity.
3. Ask the children to draw their favorite foods on construction paper. It is not necessary for the children to accurately draw the foods. The purpose of this activity is to encourage the children to think about different types of foods and why they like these certain foods. Allow children to volunteer to talk to the class about their pictures.

C. Classroom Activities: Healthy Food vs. Unhealthy Food

Purpose:

- To encourage the children to think about the differences between foods and to help them distinguish between the ones that are healthy and good for their teeth and foods that are unhealthy and can cause cavities.
1. Teachers should revisit the explanation of germs, plaque, and cavities.
 2. Explain that some foods can help the "germs" stay in our mouths. Germs are small bad guys that we cannot see. Sweet foods like candies and cupcakes can stick to your teeth. The germs like to eat these foods. They stick to your teeth and eat the candy and leave behind holes, called cavities. If we eat foods that the bad guys like, we should brush our teeth afterwards, because brushing our teeth makes the germs leave, so they cannot make holes in our teeth.
 3. Cut out pictures of healthy and unhealthy foods. Prepare a poster with two columns. One column should have a picture of a healthy tooth, and the other should have a picture of an unhealthy tooth. Ask the children which foods go in which columns and assist them when they are not sure. Glue the pictures of the foods in the respective columns and hang the poster on the wall of the classroom.
 - If the children do not know if the snacks are good or bad, tell them the answers and explain. Then involve the children by allowing them to come up to the front of the room and paste the picture of the food in the appropriate column. Give each child a sticker.

PARENT LETTER: Nutrition & Wise Food Choices

Dear Head Start Parent:

A healthy diet is important for your child's growth and development. At Head Start, we choose healthy foods for your child's meals and snacks every day. We also plan classroom activities that teach your child to eat healthy foods.

Every day your child needs at least: 6 servings of breads and cereals, 2 servings of fruits, 3 servings of vegetables, 2 servings of milk, cheese, or yogurt, and 2 servings of meat, poultry, eggs, fish, or dry beans.

To help your child have healthy teeth, it is important they not eat too many sugary snacks. Although young children need to eat some snacks because they cannot eat all the foods they need at meals, it is important to choose snacks that do not contain a lot of sugar. The following are good choices: cheese, plain yogurt, fish, meat, raw vegetables, peanut butter (without sugar), toast, crackers, popcorn, pita bread, and pickles.

If your child must eat sugary foods, they should be given to your child as part of a meal rather than as between-meal snacks.

By feeding your child a balanced diet and encouraging good eating habits, you can help your child have good dental health.

Sincerely,

SONG LIST

This is the way we brush our teeth (Tune: London Bridge)

This is the way we brush our teeth,
Brush our teeth, brush our teeth.
Gently, gently round and round,
They feel so fresh and clean.

You will have a pretty smile (Tune: London Bridge)

You will have a pretty smile,
Pretty smile, pretty smile.
You will have a pretty smile,
If your teeth are clean.

Wiggle-Jiggle Song (Tune: Old Mac Donald)

In my mouth I have some teeth
Eee I, Eee I, O.
And in my mouth I put my brush,
Eee I, Eee I, O.
With a wiggle-jiggle here,
And a wiggle-jiggle there,
Here a wiggle, there a jiggle
Everywhere a wiggle-jiggle
In my mouth I'll keep my teeth,
Eee I, Eee I, O.

Brush, Brush, Brush Your Teeth (Tune: Row, Row, Row Your Boat)

Brush, Brush, Brush your teeth,
Gently around your gums.
Merrily, Merrily, Merrily, Merrily,
Brushing can be fun!

Clean Song (Tune: If You're Happy and You Know It)

When my hands are clean I know it 'cause I CLAP
(clap, clap)
When my hair is clean I know it 'cause it SQUEAKS
(squeak, squeak)
When my mouth is clean I know it and I'm not afraid to show it
When my mouth is clean I know it 'cause I SMILE
(smile, smile)
When my feet are clean I know it 'cause I STOMP
(stomp, stomp)
When my ears are clean I know it 'cause I HEAR
(clap hands behind ears)
When my teeth are clean I know it and I'm not afraid to show it
When my teeth are clean I know it 'cause I CHOMP
(chomp, chomp)

The Dentist is my Pal (Tune: The Farmer in the Dell)

Chorus:

The dentist is my pal. The dentist is my pal.
His chair goes high (arms in the air)
His chair goes low (touch the ground)
The dentist is my pal.
He has a waiting room,
With lots of things to do,
Books and toys for girls and boys,
Are waiting there for you.
(CHORUS)
He makes me open wide,
And then he looks inside,
Carefully he checks my teeth,
And keeps them shining bright.
(CHORUS)

To Keep Healthy Teeth (Tune: Wheels on the Bus)

The toothbrush in my hand goes brush, brush, brush,
Brush, Brush, Brush, Brush, Brush, Brush.

The toothbrush in my hand goes brush, brush, brush,
To keep healthy teeth.

The toothpaste in my tube goes squeeze, squeeze, squeeze,
squeeze, squeeze, squeeze, squeeze, squeeze, squeeze.

The toothpaste in my tube goes squeeze, squeeze, squeeze,
To keep healthy teeth.

The teeth in my mouth go smile, smile, smile,
smile, smile, smile, smile, smile, smile.

The teeth in my mouth go smile, smile, smile,
To show my healthy teeth – SMILE!

Head Start Survey – Oral Health Awareness Curriculum

1. (True / False) Healthy gums are pink or brownish, depending on a person's race.
2. Why are a child's baby teeth important?
 - a. They help the child speak clearly
 - b. They allow the child's permanent teeth to grow in straight and healthy
 - c. Healthy teeth are important for a child's self-image
 - d. All of the above
3. What is the best way to get rid of germs in your mouth?
 - a. Scope or Listerine
 - b. Soap and water
 - c. Soft-Bristled toothbrush and toothpaste
 - d. Flossing
4. (True / False) If a toothbrush falls on the floor, it can be decontaminated (cleaned) with water and a small amount of soap.
5. (True / False) It is only ok for siblings to share the same toothbrush.
6. How old should a child be when he/she starts using fluoride toothpaste?
 - a. 2
 - b. 3
 - c. 5
 - d. They should be able to spit out the toothpaste
 - e. Children under the age of 7 should never use fluoridated toothpaste
7. (True / False) Toothbrushes should be replaced every 5 months.
8. (True / False) It is necessary to brush at least twice daily with a soft-bristled toothbrush.
9. For how long should a person brush their teeth?
 - a. 30 seconds
 - b. 1 minute
 - c. 2-3 minutes
10. (True / False) It is OK to put juice or sugar-water in a child's sippy cup.
11. (True / False) Children who are allowed to have juice in a baby bottle or sippy cup can develop a serious form of tooth decay known as Early Childhood Caries, or Baby Bottle Tooth Decay.
12. (True / False) Small children need to eat snacks because they cannot eat all the food they need at meals.
13. (True / False) Cavities are small plaques that form on the teeth when sugars build up on the teeth.
14. (True / False) Children need at least one sugary food each day.
15. Which of the following is an example of a nutritious snack?
 - a. Cheese
 - b. Low-fat ice cream
 - c. Cupcakes without icing

Answer Key:

1. True
2. d
3. c – everyone (especially children) should always use a SOFT-bristled toothbrush.
4. False – you should never try to decontaminate or clean a toothbrush. If it gets dirty, it should be immediately replaced with a new, clean one.
5. False – people should never share toothbrushes
6. d
7. False – toothbrushes should be replaced every 3-4 months.
8. True
9. c
10. False – if children are allowed to carry juice in their sippy cups, it is more likely that sugar in the juice will collect on their teeth and cause plaque buildup and cavities
11. True
12. True – small children do not eat large quantities of food. For this reason, they cannot always get the amount of nutrients that their bodies need, at every meal.
13. False – plaque is an invisible buildup that forms on the teeth. Plaque forms when sugary foods are allowed to remain on the teeth. Plaques cause small holes in the teeth. These holes are called cavities.
14. False – children should avoid sugary foods.
15. Cheese is a nutritious snack that is low in sugar.